ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS: Are You Ready to Evaluate Your Teachers and Principals?

LEADING CHANGE CONFERENCE

La Paloma Resort, Tucson: June, 2012

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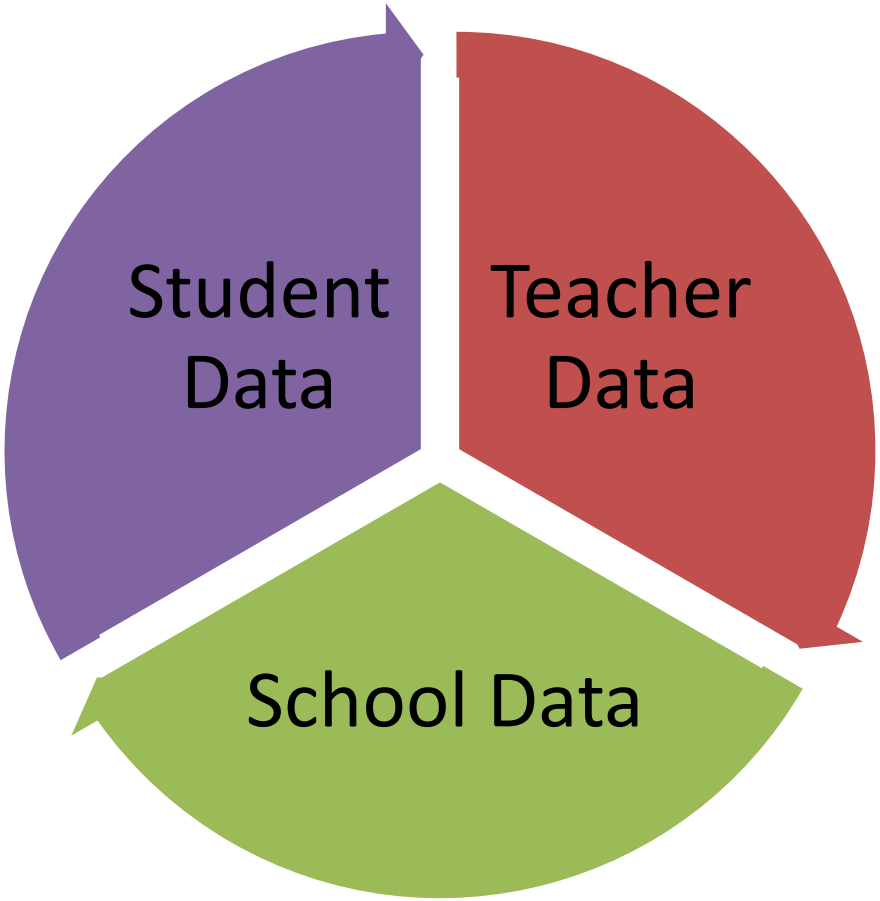
Highly Effective Teachers and Leaders Division
Arizona Department of Education

Why Evaluate Teachers?

Why Evaluate Leaders?

Data Driven Decision Making 2.0



Key Points

- SB 1040: established the SBE Task Force which led to the development of the Framework
- 4 performance levels
- Valid, reliable assessments
  - Multiple Measures/Multiple Observations
  - Group A, Group B Teachers
  - Title II Guidance

Federal Reporting Requirements

Each state must report annually to EdFacts:

- Total number of teachers and principals at each of these performance levels
  - Highly Effective
  - Effective
  - Developing
  - Ineffective

- While evaluation data will be collected in the aggregate at the school level for teachers and the district level for principals, only schools/LEAs with 10 or more teachers will be reported to the US Department of Education

- Only aggregate school, LEA, and state-level data will be made publically available as required by the SFSF application.

Statewide Definition of "Teacher"

For purposes of federal reporting

- **A teacher is defined as an individual who provides instruction to Pre-kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records.**

ARIZONA REVISED STATUTE
§ 15-203(A)(38)

The State Board of Education shall…***"on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."***

Impact of HB 2823 Chapter 259; 2012 Laws): Alternative Timeline

Makes various changes to teacher and principal evaluations, including:

- Designates the 4 performance classifications as: highly effective, effective, developing and ineffective
  - LEAs, including charters, must adopt their own definitions and begin to use these classifications by SY 2013-14

- Delineates teacher and principal evaluation policies that must be adopted and implemented by 2013-14:
  - Two (2) uninterrupted, complete observations 60 calendar days apart; teacher receives written observation results within 10 business days
  - Districts and charters must adopt their own definitions and begin to use these classifications by 2013-14
  - Consequences for teachers designated in the lowest performance classification
  - Dismissal policies; transfer policies
  - Etc. etc.

- Requires individual teacher performance to be a component of Prop 301 monies (40% for performance pay) beginning in SY 14-15

- Provides an alternative timeline with governing board approval by September 30, 2012, including an instrument(s) to be considered for evaluation, including the percentage of the outcomes of the evaluation defined in accordance with the adopted Framework before December 31, 2012

Impact of HB 2823 (cont'd)

ADE must:

- Post best practices by 9/15/2012
  - A large district located in a large county
  - A small district located in a large county
  - One school district located in a small county
  - One charter school
- Allows ADE to develop an evaluation instrument/model to be piloted in 2012-2013

Development of a Statewide Model

- Aligned to the Framework's Components
- Use of 360º Reviews and Surveys
- Piloted in Fall, 2012
- Evaluated by WestEd's Regional Educational Laboratory (REL)

ADE's Pilot Model Data Sheet

State Level Data Only; 33% (worth 40 points)

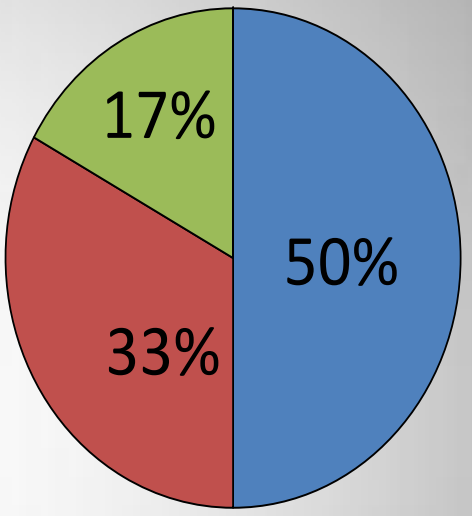
- Achievement
  - Percent Passing AIMS
  - ELL Reclassification
- Growth
  - AMOs
  - Mean SGP
  - ELL Performance Level
- Career & College Ready
  - High School Only: SAT/ACT and Graduation Rate
  - Elementary School Only: Attendance Rate and Reduction of Falls Far Below for Grade 3 Reading

Components of AZ Framework

- 33-50% student academic performance
- 50-67% observation/performance
- 17%: optional (LEA-school level data, etc.)
- Must be aligned to the InTASC (teaching) and ISLLC (leadership standards)

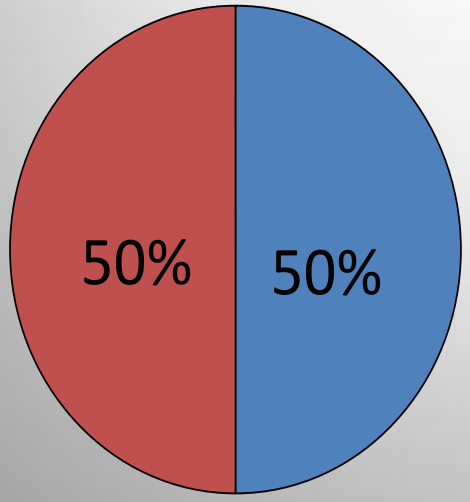
SAMPLE WEIGHTING GROUP "A"

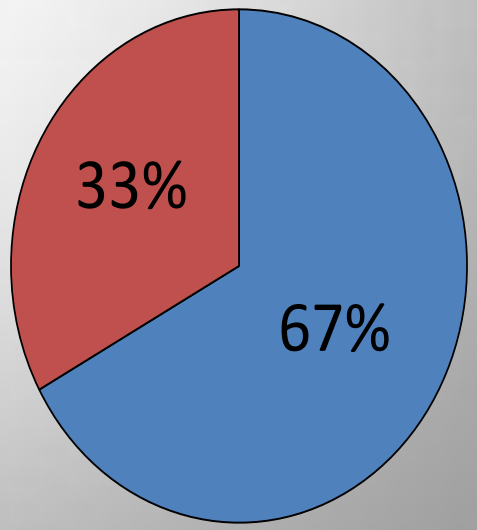
- **Sample 1:**
  - **33% Classroom-level data* must use AIMS DATA IF AVAILABLE**
  - **17% School-level data**
  - **50% Teaching Performance**



- **Sample 2:**
  - **50% Classroom-level data**
  - **50% Teaching Performance**

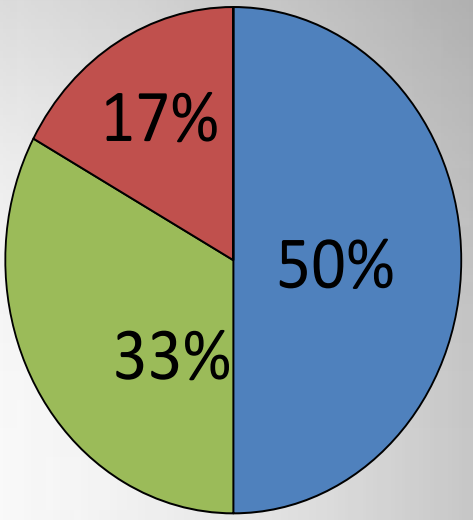
- **Sample 3:**
  - **33% Classroom-level data**
  - **67% Teaching Performance**





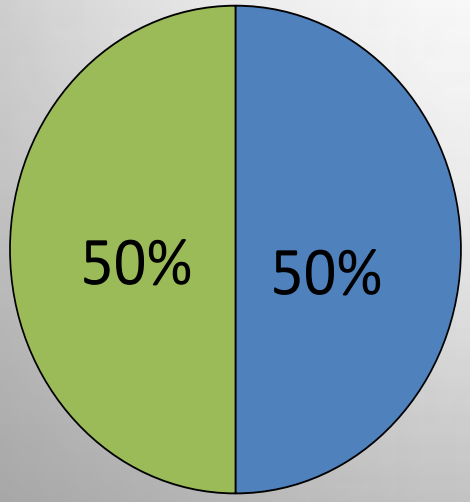
SAMPLE WEIGHTING GROUP "B"

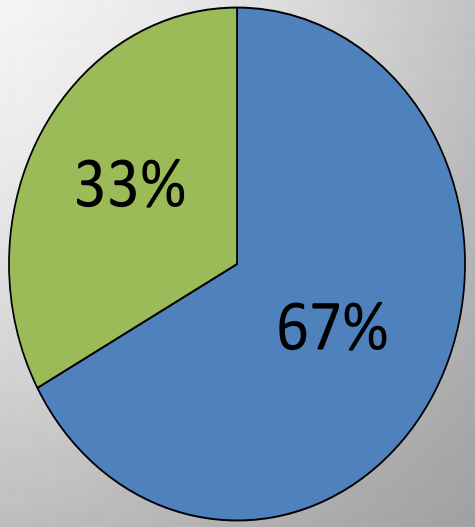
- **Sample 1:**
  - **17% Classroom-level data**
  - **33% School-level data**
  - **50% Teaching Performance**



- **Sample 2:**
  - **50% School-level data**
  - **50% Teaching Performance**

- **Sample 3:**
  - **33% School-level data**
  - **67% Teaching Performance**



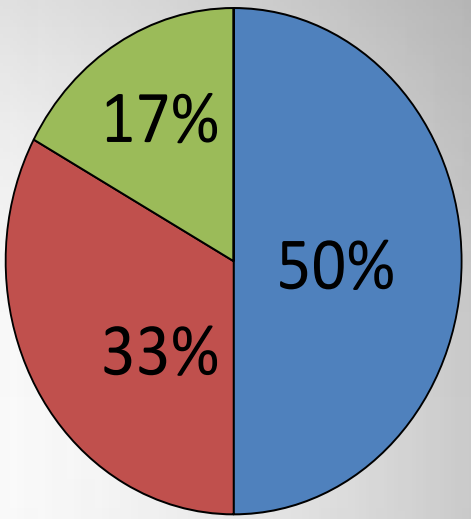


InTASC Professional Teaching Standards (Teaching Performance)

1. Learner Development	**2. Learning Differences**
3. Learning Environments	**4. Content Knowledge**
5. Innovative Applications of Content	**6. Assessment**
7. Planning Instruction	**8. Instructional Strategies**
9. Reflection and Continual Growth	**10. Collaboration**

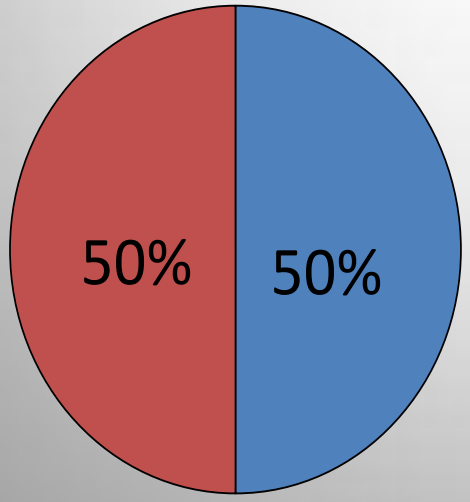
SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

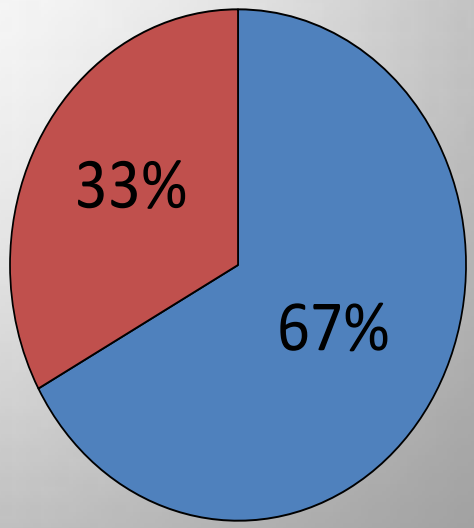
- **Sample 1:**
  - **33% School-level data * Must use AIMS DATA IF AVAILABLE**
  - **17% System/School-level data**
  - **50% Instructional leadership**



- **Sample 2:**
  - **50% School-level data**
  - **50% Instructional leadership**

Sample 3:
- **33% School-level data**
- **67% Instructional leadership**





ISLLC Educational Leadership Standards (Instructional Leadership)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the **development, articulation, implementation, and stewardship of a vision of learning** that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth**.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring **management of the organization, operations, and resources for a safe, efficient, and effective learning environment**.

Standard 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner**.

Standard 6: A school administrator is an educational leader who promotes the success of all students by **understand, responding to, and influencing the larger political, social, economic, legal, and cultural context**.

Weighting the Principal Components: ADE's Pilot Model

- Simple! 60-40-20 formula:
- 6 Leadership Standards: 60 points

- If 2 or more Student Academic Progress goals: 40 points
  - Assign points based upon data quality, alignment, etc.
  - If AIMS data is available, it must be used: but can be in conjunction with other data

- What remains is 20 points to distribute to other school-level data or survey results
  - Student survey results aggregated
  - Teacher survey results aggregated
  - Parent survey results aggregated
  - Other measures, such as grad rates, improvement in attendance, subgroup or content specific growth or status scores, etc. etc.

Instructions & Recommendations to LEAs

- When available**, data from statewide assessments shall be used** to inform the evaluation process.
- All assessment data used in educator evaluations **shall be aligned with Arizona State Standards**.
- LEAs shall **include student achievement data for reading and/or math as appropriate**; however, student achievement data **should not be strictly limited to these content areas**.
- Evaluation instruments should **integrate student academic progress data with data derived through classroom observations** – neither should stand alone.
- All evaluators should receive professional development in the form of **Qualified Evaluator Training.**
- LEAs should **provide for the development of classroom-level achievement data** for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.
- LEAs should **develop and provide professional development on the evaluation process** and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education.

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A-Z All Programs

FIND A SCHOOL

District Schools | Charter Schools | Private Schools

Top Arizona School Districts - Our "A" Districts This section ranks the top school districts in Arizona. These "A" districts were determined by comparing districts' aggregate education results, whereby demographic factors are considered and overall academic … [Read More...]

A-F Accountability

2010-2011 A-F Letter Grades for All Schools 2010-2011 A-F Letter Grades for All LEAs **Small schools, K-2 schools, and alternative schools did not receive letter grades in 2011, but will be … [Read More...]

ATTENTION: TEACHERS AND PRINCIPALS

On April 25, 2011, the State Board of Education (SBE) unanimously passed the proposed Arizona Framework for Measuring Educator Effectiveness. This action resulted from the passage of SB 1040 that … [Read More...]

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MEGA Conference

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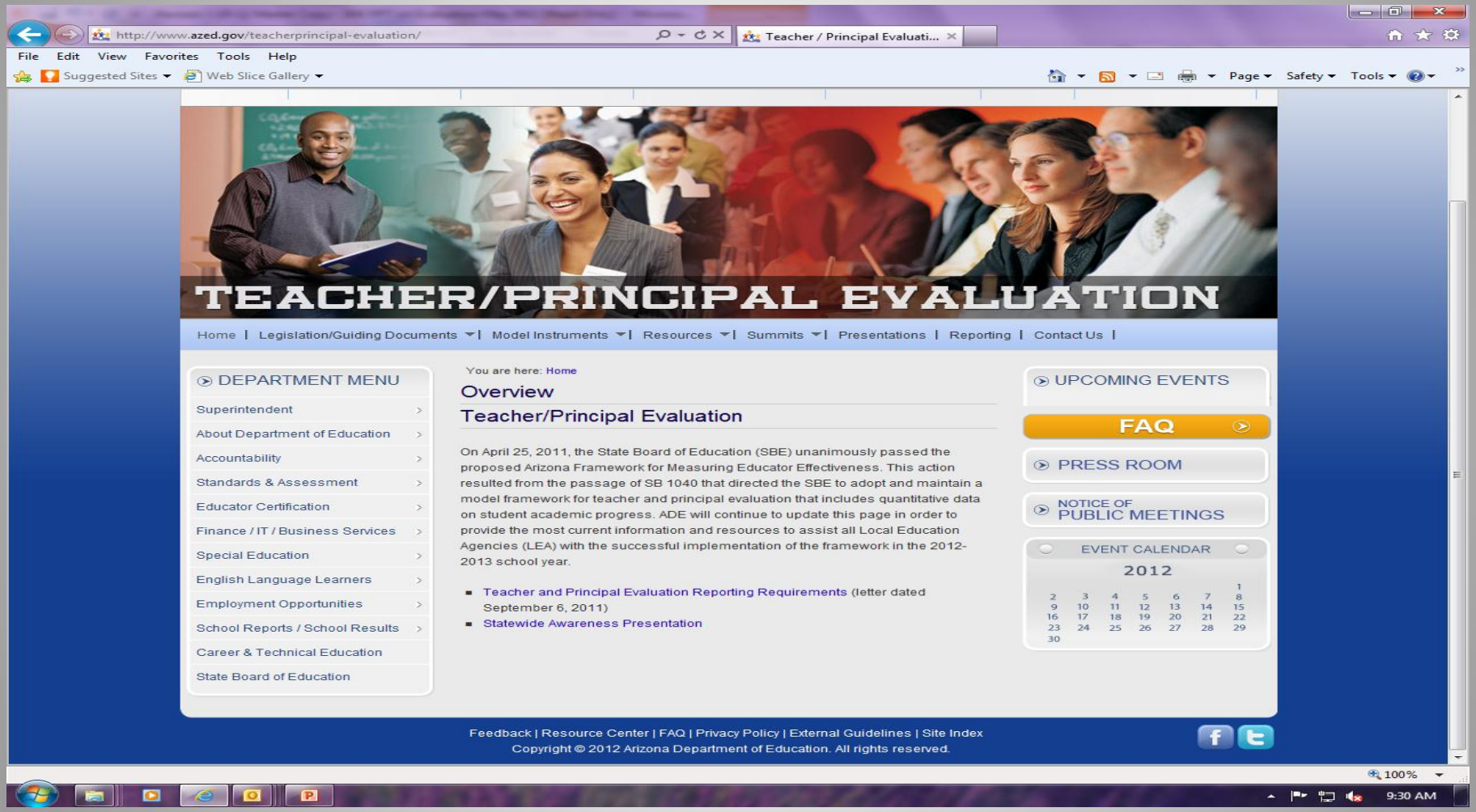

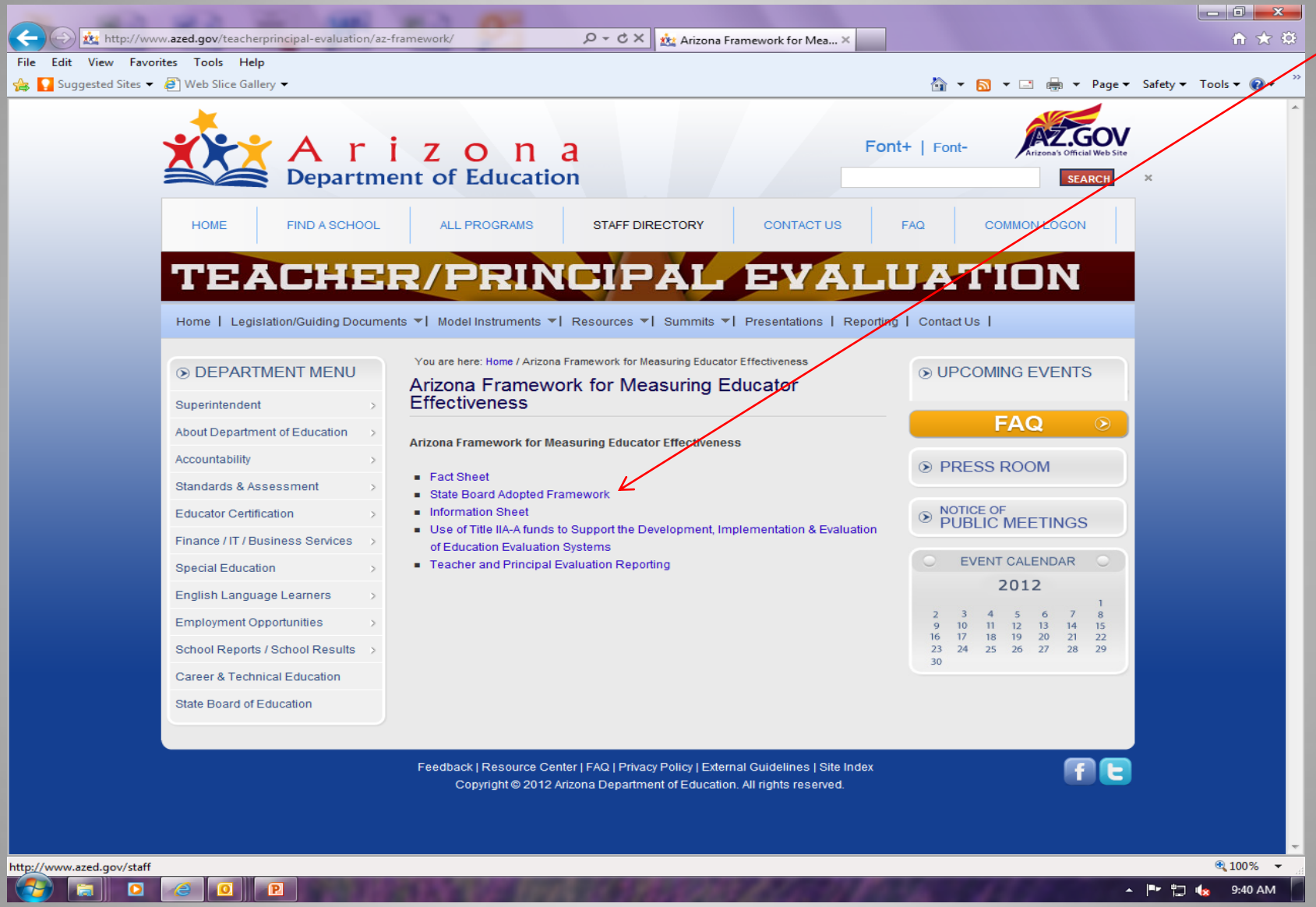
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Information Sheet
Use of Title IIA-A funds to Support the Development, Implementation & Evaluation of Education Evaluation Systems
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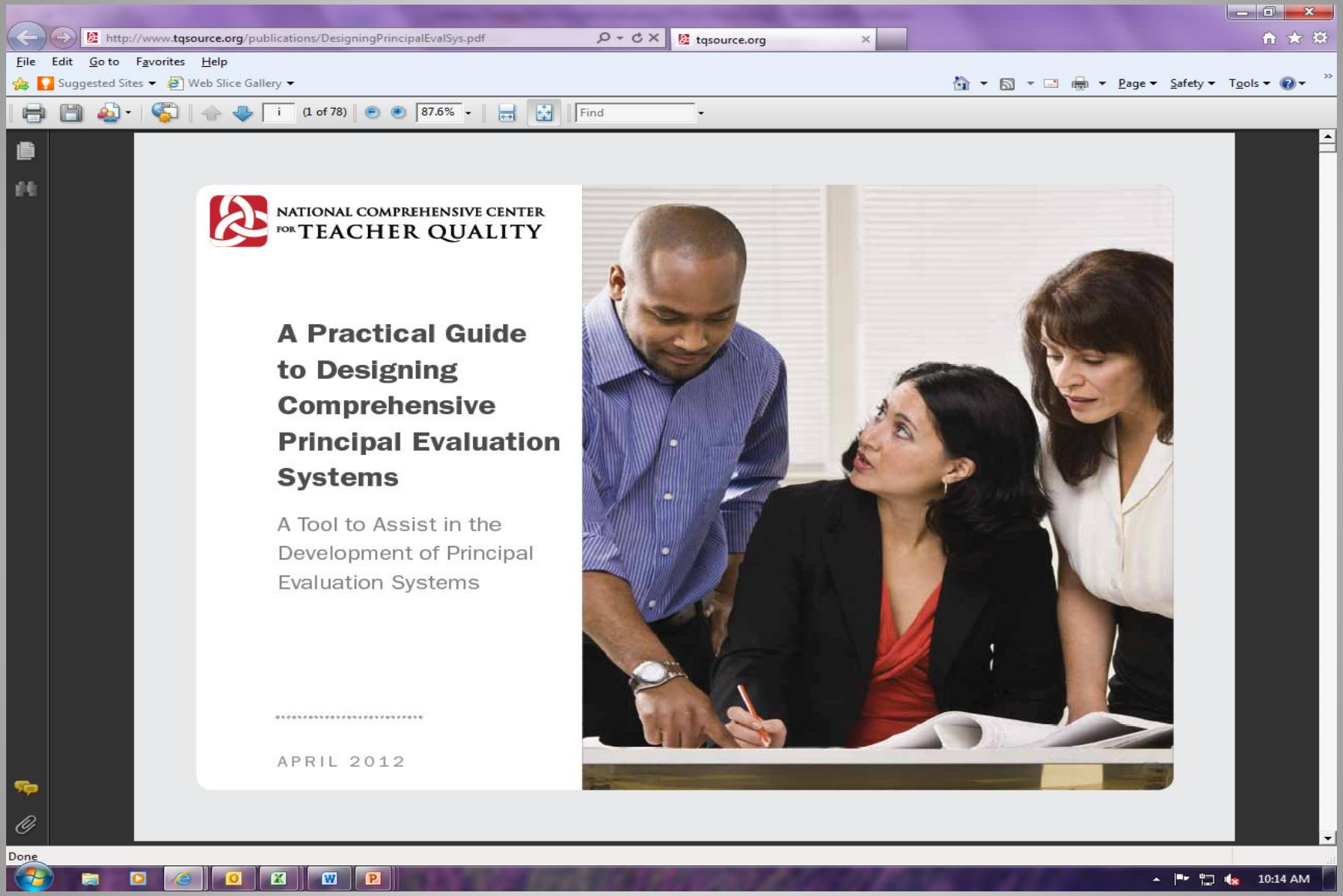
NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

A Tool to Assist in the Development of Teacher Evaluation Systems

MAY 2011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Next Steps To Think About

- How will you align the new AZ Common Core Standards/instructional shifts with educator evaluation?
- How will you ensure inter-rater reliability within your evaluation system?
- What valid/reliable measures will you put in place for your Group B teachers?
- What technical assistance do you need from ADE?
- What is one thing YOU will do to move this work forward?

Feedback

Helping you implement of the Framework is our primary goal. Therefore, your feedback is very much appreciated.

- For feedback and/or questions, please email:

  EducatorEvaluation@azed.gov

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